

Unless the evils referred to in the foregoing paragraphs are eliminated or reduced to a minimum, it is going to be necessary to segregate the high school from the elementary school altogether. It is beginning to appear that segregation is the only satisfactory solution to this problem if the integrity of the high school is to be preserved and if its standard of efficiency is to be advanced.

### RECOMMENDATIONS.

In my report two years ago I called attention in a general way to the type of central high school that we should begin to build. I wish to bring forward certain passages from that report:

"As at present organized, the public high school is within comparatively easy reach of the majority of pupils of high-school age. Thus the high school is a matter of personal interest to a majority of the people, and this popular interest is going to serve as a valuable asset in our work of the future. In starting this system we have proceeded along the line of least resistance, and I am confident we have made a proper beginning. A sure foundation has been laid upon which the structure of the future may be reared. Now, if we are to develop the type of high school that can be made of most service, we must begin to build along somewhat broader lines; we must take steps at the earliest practicable moment to develop the strong central high school, one for each county, fully equipped, offering strong courses of study, and segregated, if necessary, from the elementary school. This central school, in every case, should be required to offer full four-year courses of instruction, in the classics, the sciences, and industry. I am confident that this type of school must come if the demands of the present and the future are to be met, and if the high-school work is to possess the strength, and the dignity, and the importance that justly belong to it. And as these schools grow and extend their influence there must come in connection with each one the principal's home, the mess-hall, and dormitory facilities. A few counties are now ready, it seems to me, to build the central high school, and I can see no reason why they should not be encouraged to do so. \* \* \*

"The mess-hall and the dormitory are adjuncts that must be provided very soon. Already hundreds of students from the adjoining districts and from distant parts of the counties are crowding into these public high schools, who must find board in the neighborhood of the schools. \* \* \*

"Another matter that ought to be considered in planning for the central high school of the future is that of acquiring suitable lands for the purposes of agricultural and industrial instruction. When it is generally understood by the people of the rural districts that the State has taken up the work of secondary education with seriousness of purpose, and that it intends to build for its youth such schools as the future may demand, then it will be an easy matter to secure by donation, without one cent of cost in most cases, at a very small expense in any case, sufficient lands for the purposes of the high school. It will be a very wise investment for any community to donate the land for the central high school to the county in order to secure the location of the school. The increasing demand for instruction in agriculture, domestic science, and manual training is bound to be met in some way, and in planning for the larger growth of the public high school this fact must be taken into consideration.

"This, in brief, is the plan we must begin to work towards. We cannot accomplish everything at once, but if the proper encouragement is given, it will